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ABSTRACT

The illustrated brochure covers special education career opportunities in North Carolina. Described briefly are exceptional children, and listed are employment opportunities and North Carolina colleges and universities which offer professional training in special education. The following handicaps are individually discussed: physically impaired, hearing impaired, speech/language impaired, visually impaired, learning disabled, emotionally handicapped, gifted and talented, and mentally handicapped. Briefly noted are psychological services, services for deaf-blind, the state service delivery system, and the organization of regional services. (IM)

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CAREER OPPORTUNITIES

Teaching Children With Special Needs

Division for Exceptional Children
State Department of Public Instruction
Raleigh, North Carolina

EC 092358

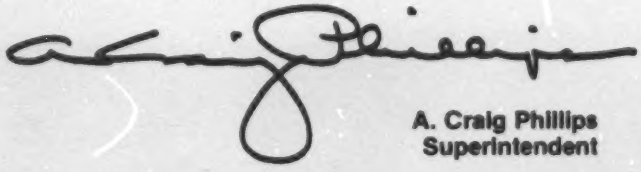
FOREWORD

We live in a world where people are different in their appearance, in their heritage, in their interests, in their aspirations, and in their learning ability. But they all share the same basic needs. They need to eat, to shelter themselves from the elements, to love and be loved, and to have a feeling of personal worth.

And these very different people share the same basic rights: the right to learn how to provide for their needs and the right to an education.

We in North Carolina have for some time been interested in providing educational programs for exceptional children. Although much progress has been made in identifying these children and in providing greater opportunities for them, we feel that it is of utmost importance to assist in the development of an increasing number of interested and capable teachers who will devote their energies to the total development of our exceptional children.

The North Carolina Department of Public Instruction invites you, who have a special interest in young people, to consider the rewards and the challenges of a professional career of working with exceptional children.



A. Craig Phillips
Superintendent

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Sherry Collier for her efficient and superior secretarial skills.

"Although children may be the victims of Fate,
they will not be the victims of our neglect."

John F. Kennedy

CONTENTS

A Career with Children with Special Needs 4
Who Are Children with Special Needs? 5
Where You Can Be Employed 6
How You Can Go to School 7
Where You Can Go To School 8
Physically Impaired 10
Hearing Impaired 13
Speech/Language Impaired 15
Visually Impaired 16
Learning Disabled 18
Emotionally Handicapped 19
Gifted and Talented 20
Mentally Handicapped 22
Psychological Services 26
Services for the Deaf-Blind 27
Service Delivery System 28
Regional Services 30

A CAREER WITH CHILDREN WITH SPECIAL NEEDS

Choosing a professional career is probably the most important decision you will make during your life. When you select a career, you should investigate the following questions:

What are the job opportunities?

What interest do I have in providing the needed services?

What personal qualifications are required?

What are the academic requirements?

What is the cost of training and where is it available?

We invite each of you to read this brochure and to investigate fully the job opportunities in the area of children with special needs, the challenges, and satisfactions.

Education of children with special needs is an ever changing and expanding area in education. The vitality and creativity of your generation teaches us how to assess a child's abilities and disabilities and to move from the child's weaknesses into the areas of strength. The delivery of services begins at the preschool level and continues through each child's school life. Availability of appropriate educational and support services is important to guarantee fluid movement of children with special needs from the regular classroom to a more restrictive setting or from the more restrictive to a less restrictive setting. It is estimated that children with special needs comprise approximately twenty-five per cent of the total school population. Working with these children, you will have the opportunity to help them become an integral part of our society.

If you are looking for a challenge, if you are interested in special professional preparation, if you believe that every child should be educated to his full potential; teaching children and youth with special needs is your kind of job. This might be the career for which you have been looking.

Theodore R. Drain

Theodore R. Drain, Director
Division for Exceptional Children

WHO ARE CHILDREN WITH SPECIAL NEEDS?

Children with special needs are those children who differ physically, intellectually, socially, or emotionally to the extent that some modification of the regular school program is often necessary to enable them to reach their full potential. It is estimated that there are over 300,000 children with special needs in North Carolina. Certainly you have known some of those children during your school life. There is . . .

- the child who cannot play ball because he or she wears braces,
- the child who cannot speak well enough to be understood,
- the child who repeats grades because of an unidentified visual or hearing loss,
- the child who learns at a slower rate than other children,
- the child who learns much more rapidly than other children, possesses superior creativity and leadership ability,
- the child who has an unusual amount of difficulty in getting along with teachers and classmates, complains of being ill and wants to leave school, or spends the whole day in a fantasy world, or,
- the child who appears able to learn but for some invisible reason just cannot make progress in school.

These are our exceptional children— children who are physically impaired, speech impaired, hearing impaired, visually impaired, mentally retarded, gifted and talented, emotionally handicapped, or learning disabled. They need your help!

Dear Teacher,

Thank you for helping me and working with me this year. I learned how to read and write. You are a good teacher.

Traci Spencer

WHERE YOU CAN BE EMPLOYED

Education — Public, Private, and Residential Schools
- Teacher — Kindergarten, Elementary, or Secondary
- Speech, Language, Hearing Specialist
- Administrator
- Coordinator of local school programs
- School or Clinical Psychologist

Community Centers
- Community — Speech and Hearing Clinics
- Hospitals — Teacher, Specialist or Therapist
- Rehabilitation Centers
- Developmental Day Care Centers

Residential Care Centers
- Teacher
- Specialist
- Administrator

Colleges and Universities
- Teacher Training Programs
- Research

Regional Support and Technical Assistance Centers
- Instructional Resource Consultant
- Librarian
- Regional Program Planner

Regional Education Service Centers
- Coordinator

Staff Development Centers
- Staff Development Specialist

Job Opportunities

There are many job opportunities open to you if you choose a career working with exceptional children. To develop an effective program, the cooperative efforts of the educator, psychologist, social worker, physician, and sometimes a psychiatrist, are essential. Research workers are indispensable to the process of learning about exceptional children — their problems, their needs, and their responses to training. Qualified teachers are needed in all areas of exceptional child education. The field needs qualified personnel to become administrators and supervisors; it needs personnel at the college and university level to train more teachers; it needs people to work with parents and the community. Whatever your vocational interests may be, and if you like working with people, you will find this area of work challenging, rewarding, exciting, and the opportunity for advancement promising.

As you can see, the shortage of all kinds of trained personnel in the area of exceptional children indicates that for every child who is receiving special services, a large number are not served because of a lack of qualified personnel. Many local administrative units would like to initiate such a program but must wait for qualified persons to begin work. Throughout the entire country, there is a demand for qualified professionals in both public and private schools, in urban and rural areas. Contact your local school superintendent for salary scales in the district.

HOW YOU CAN GO TO SCHOOL

Financial aid is available to students pursuing a career in the education of exceptional children. Among the sources are the federal government, the North Carolina Department of Public Instruction, colleges and universities, and local and State organizations. Information may be obtained by contacting the following sources:

Summer Traineeships, Tuition and Fees, and other Staff Development Activities for Full-time Employed Educators of the Handicapped

Staff Development Specialist
Public Law 91-230, Part D
Education of the Handicapped Act
Division for Exceptional Children
North Carolina Department of Public Instruction
Raleigh, North Carolina 27611

Local School Superintendent

Regional Coordinator of Programs for Exceptional Children

Any Area of Education
Prospective Teacher Loan Fund Scholarship
North Carolina Department of Public Instruction
Raleigh, North Carolina 27611

Financial Aid Officer
College or University of your choice

Regular Classroom Teachers
Local Coordinator of Programs for Exceptional Children

Staff Development Center which serves your area

Graduate Programs in Special Education
Department of Special Education
College or University of your choice
(Inquire about P.L. 91-230, Part D, Education of the Handicapped Act funds.)

Area of Speech and Hearing
American Speech and Hearing Association
9030 Old Georgetown Road
Washington, D.C. 20014

Directors of Special Education
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

WHERE YOU CAN GO TO SCHOOL

1 Atlantic Christian College
2 Appalachian State University
3 Bennett College
4 Duke University
5 East Carolina University
6 Greensboro College
7 Lenoir Rhyne College
8 North Carolina Central University
9 North Carolina State University
10 Pembroke State University (Approval Pending)
11 Sacred Heart College
12 Salem College
13 UNC-Chapel Hill
14 UNC-Greensboro
15 Wake Forest University
16 Western Carolina University

Professional Training

In North Carolina, professional training in some areas of the handicapped may be acquired while completing the requirements for a bachelor's degree. In a few areas, specialized training is offered on the graduate level. Colleges and universities that have approved degree programs in areas of exceptional children are listed in the next column and their locations are shown on the opposite page. Many other training institutions in the state offer special courses.

The requirements of each training institution differ. Contact the training institution of your choice for information about the programs it offers. The Division for Exceptional Children and some of the training institutions can provide financial assistance to qualified persons in the field of special education. Additional information will be provided upon request.

This brochure provides information about each area of exceptionality. Perhaps you will find an area that appeals to you.

Deaf and Hearing Impaired
- Atlantic Christian College, Wilson
- Lenoir-Rhyne College, Hickory
- University of North Carolina, Chapel Hill (Approval pending)
- University of North Carolina, Greensboro

Emotionally Handicapped
- Appalachian State University, Boone
- Duke University, Durham
- Greensboro College, Greensboro
- University of North Carolina, Chapel Hill
- North Carolina Central University

Gifted and Talented
- Limited number of courses offered at
- Appalachian State University, Boone
- East Carolina University, Greenville
- University of North Carolina, Chapel Hill
- University of North Carolina, Charlotte
- University of North Carolina, Greensboro
- Western Carolina University, Cullowhee

Learning Disabilities
- Appalachian State University, Boone
- Duke University, Durham
- Greensboro College, Greensboro
- East Carolina University, Greenville
- Salem College, Winston-Salem
- University of North Carolina, Chapel Hill

Mental Retardation
- Appalachian State University, Boone
- Bennett College, Greensboro
- East Carolina University, Greenville
- Greensboro College, Greensboro
- North Carolina Central University, Durham
- Sacred Heart College, Belmont
- North Carolina State University, Raleigh
- University of North Carolina, Chapel Hill
- Western Carolina University, Cullowhee

Speech, Language, and Audiology
- Appalachian State University, Boone
- East Carolina University, Greenville
- North Carolina Central University, Durham
- University of North Carolina, Chapel Hill
- University of North Carolina, Greensboro
- Western Carolina University, Cullowhee

School Psychology
- Appalachian State University, Boone (Approval pending)
- East Carolina University, Greenville
- Duke University, Durham
- North Carolina State University, Raleigh
- University of North Carolina, Chapel Hill
- University of North Carolina, Greensboro
- Wake Forest University, Winston-Salem
- Western Carolina University, Cullowhee

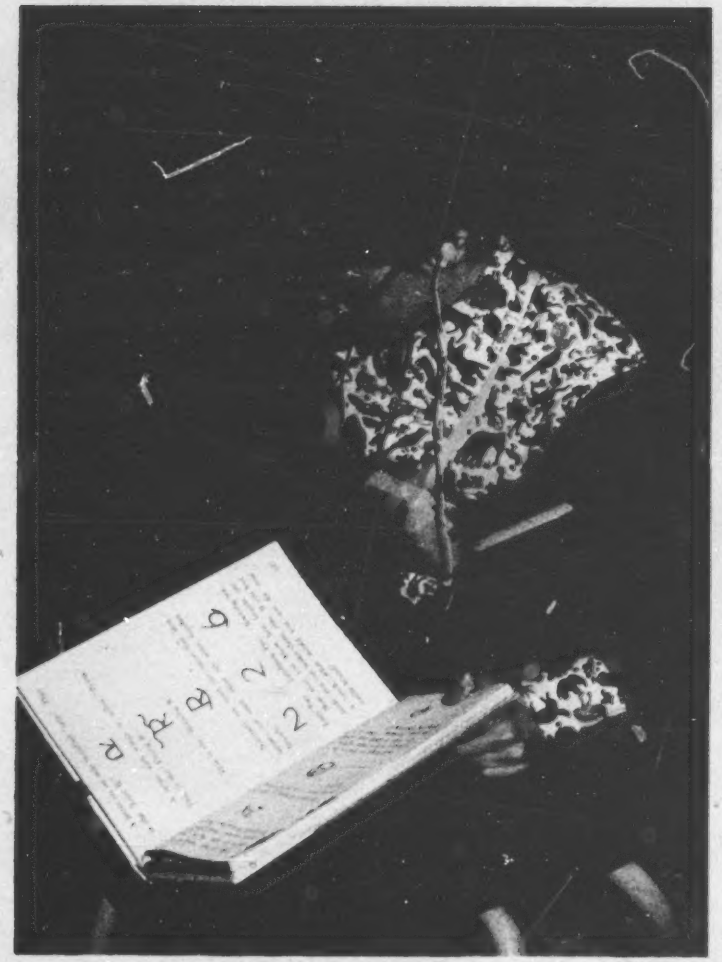
Visually Impaired
- North Carolina State University, Raleigh

PHYSICALLY IMPAIRED

If you are interested in working with children who can benefit greatly from an educational program designed to meet their individual needs, teaching the physically impaired is the job for you. We need you to teach these children in our public schools.

Children who are physically impaired have various crippling conditions of body, arms, and legs resulting from many causes. In many cases, the condition is of short duration, but with others the condition may be prolonged for a period of time, or it may be permanent. From an educational point of view, the specially trained teacher is the most important person in planning a flexible school program for each child.

Some children make satisfactory progress in a regular classroom. Others need to remain in a special class during their entire school experience. When specially trained teachers provide an educational environment that is within the limitations of physically impaired children, they will be happy children; and as adults, they can make a contribution to their communities. Teachers of the physically impaired find employment in hospitals and school settings. They may provide instruction in self-contained classrooms or resource rooms. They also may serve as consultants to regular classroom teachers.



HEARING IMPAIRED

Listening is so much a part of us that we very seldom consider the implications of not being able to hear. The most serious effect of a hearing loss is the interference with communication between persons. In a child some of the consequences may be interference with normal speech and language development, development of abnormal social growth and behavior, interference with education, and development of problems of adjustment in the child and his or her family.

A hearing-impaired child has the same need for an education as any other child. School is the place where the hearing-impaired child learns the meaning of lip movements and communication with others.

Because teachers of the hearing-impaired are most influential in the lives of these children, they must have specialized training, keep abreast of new methods and techniques, and be sensitive to the needs of the hearing-impaired.

The teacher of hearing-impaired children is trained to work with children with all degrees of hearing loss (hard of hearing and deaf) and in various types of organizational approaches—self-contained class, resource room, itinerant services. The teacher instructs in regular school subjects in addition to assisting the children in basic communication skills.

The ultimate goal is for hearing-impaired children to become useful, productive, and happy members of our society. You can render a service to these children by becoming a teacher of the hearing-impaired.

SPEECH/LANGUAGE IMPAIRED

Communication is one of the most important human attributes. Impairments in speech and/or language can cause numerous problems in the normal processes of growth and development. Children with speech and/or language disorders may encounter overwhelming obstacles to learning and may find it difficult to establish the relationships with other children which are essential to growing up to healthy, stable adulthood.

Services of the speech and language specialist in the schools include prevention, identification, description, evaluation, and remediation of all forms of communicative problems—articulation, language, voice, stuttering and impaired hearing. In helping communicatively handicapped children, the speech and language specialist cooperates with many other specialists including teachers, psychologists, medical doctors, social workers, rehabilitation counselors, and community workers.

The speech and language specialist is trained to work in a variety of employment settings. Services may be provided in self-contained classrooms or resource rooms. The specialist may serve one or more schools. Another important function of the speech and language specialist may be as a resource specialist to regular and special education teachers.

VISUALLY IMPAIRED

Without the ability to see, to recognize, and to interpret visual symbols, the learning process is slowed down because a primary avenue of perception is limited or missing. However, children who are visually impaired can develop socially and academically when specialized help is provided.

The educational goal for visually impaired children is to give them a better knowledge of the realities around them, helpful techniques and confidence to cope with the realities, and the feeling that they are recognized and accepted as individuals in their own right.

Teachers of visually impaired children may work with children in a variety of ways. Some of these children may need a self-contained classroom; however, most can remain in the regular classroom and receive services from an itinerant teacher or a special teacher in a resource room.

Teaching aids specially designed for the visually impaired are available. This equipment includes Braille typewriters, large type books, magnifying glasses and typewriters. A resource library provides Braille books for the visually impaired.

Employment opportunities for teachers of the visually impaired are available in the North Carolina public schools. Why not consider a career working with the visually impaired?

In a world of darkness reading is a pathway of light.

LEARNING DISABLED

Children who are learning disabled have been labeled many things, such as "slow learners," "retarded,", "hyperactive," and "brain injured." But they are first of all CHILDREN — children who have specific learning problems and may have difficulty with any or all of the school subjects.

They may hear what others say but not be able to follow directions.

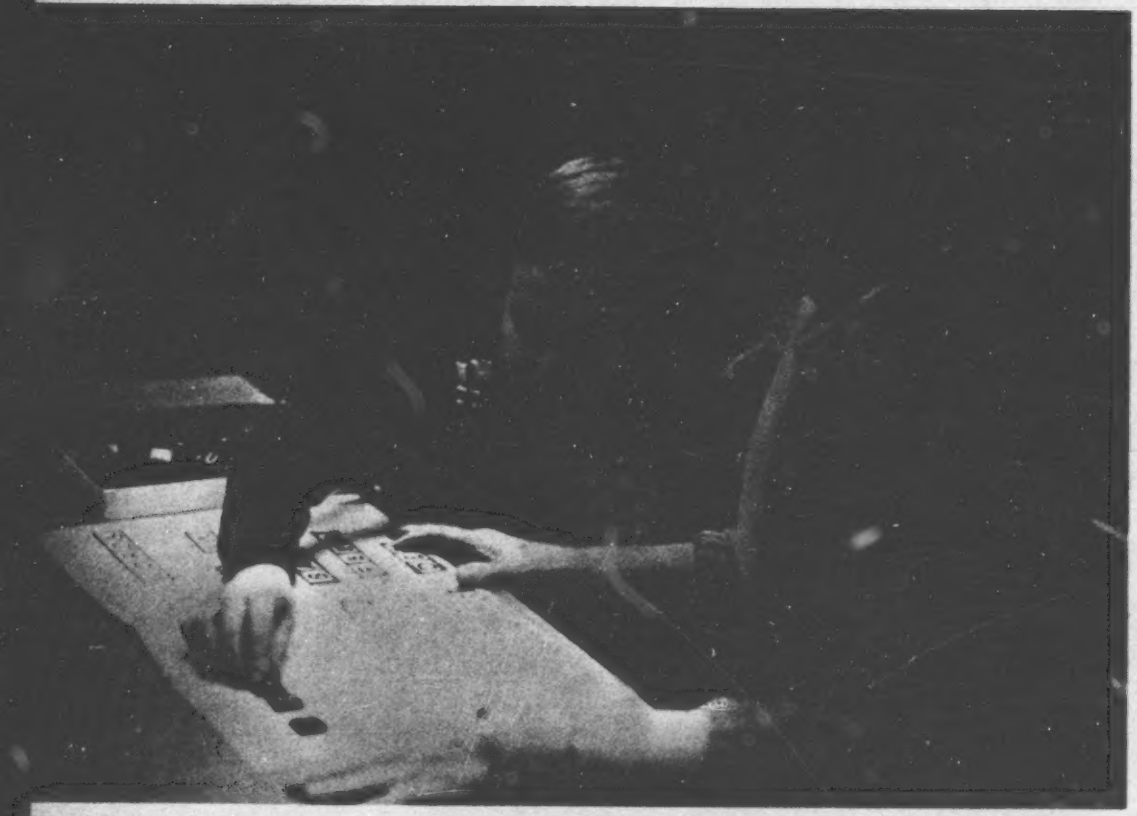
They may be unable to express themselves because they cannot put their ideas into sentences in the way one would expect for their ages.

With specially trained teachers, many of the needs of these children can be met, and they can return to the regular classroom, often with minimal supportive services.

Teachers of learning disabled children will work consistently with the least restrictive educational alternatives in fitting an educational setting to a learning disabled child's special educational needs. Settings will vary from the regular classroom, to the regular classroom with consultant help, to a limited resource setting or to the more intensive self-contained classroom for children with severe difficulties.

Whatever the setting, the teacher will have the responsibility for child placement, educational programming, and consultation with other professionals. Most important is the fact that the needs of these children can be met through an individualized special education program and by persons who are prepared to teach them.

If you are interested in pursuing a professional career in a new and exciting area for the North Carolina public schools, teaching the learning disabled may be the job for you.



EMOTIONALLY HANDICAPPED

Every classroom has children experiencing emotional difficulties. Emotionally handicapped children, however, are frequently overlooked because they withdraw from their surroundings or they are moved out of their classrooms because of inappropriate acting-out behaviors.

Emotionally handicapped children respond with many different behavior patterns which often appear inconsistent. They seem to respond in extremes, either too much or not at all. They are constantly in conflict with others or are upset over past or expected difficulty with others. These children need an environment sensitive to and understanding of the personal needs of children.

Teachers of the emotionally handicapped may serve as consultants to the regular classroom teacher and other school personnel who come in contact with the child, as a resource teacher who works with the child for a period of time each day and also consults with regular teachers and other school personnel, or as an itinerant teacher.

Imagine yourself structuring learning situations for children so that they will have better opportunities to become stable, responsible adults. You may want to consider a professional career in this challenging, exciting new area of education which has unlimited dimensions.

GIFTED AND TALENTED

If you are interested in children who have superior potential in verbal skills, computational skills, social skills, physical development, decision making, planning, communication skills, and forecasting ability, then teaching the gifted and talented is the job for you. Opportunities for teachers interested in working with gifted students are great and richly rewarding.

The characteristic that distinguishes gifted and talented children is their superior ability to think in abstract terms and to conceptualize.

A differentiated curriculum is needed—one that is individualized and personalized, pupil-directed with teacher guidance, challenging and non-repetitious and one that will allow these children to develop to their maximum potential.

The gifted and talented need the opportunity to pursue individual interests through research and special projects, through indepth and enriching activities.

A teacher of gifted and talented children should have a good basic content background, a good self-concept, a good personality and a love for working with different types of children. Would you like to help? Why not teach the gifted and talented and help them become leaders in the areas in which they excel?

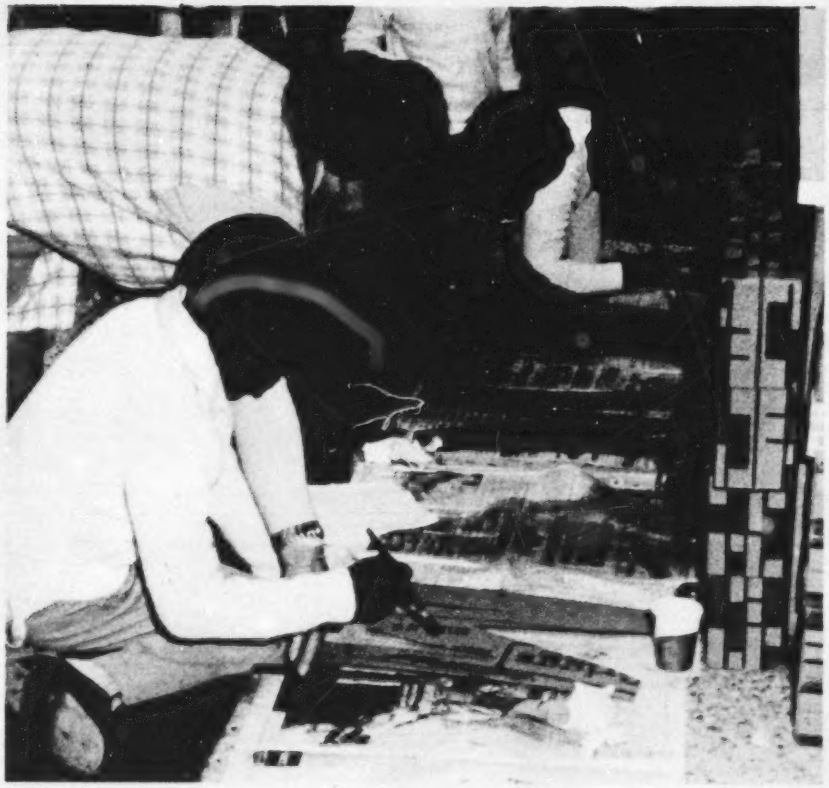
30

MENTALLY HANDICAPPED

If you are interested in serving children who require a special slower paced educational program, working with children who are mentally handicapped is your kind of job. Why not consider a career in this field and join the superior teachers who are already working in this area. You might prepare yourself for a teaching position in serving the mentally retarded directly and/or serving as a

resource or consultant to other teachers. Positions are available from the preschool through high school levels.

For a number of years, the public day schools have been developing programs for mentally handicapped children. The more mildly handicapped children have been referred to as "educable" mentally handicapped, while the more severely handicapped have been termed "trainable" mentally handicapped. (The term "custodial" mentally handicapped has been used to refer to the most severely handicapped, that is, those needing almost constant supervision, characteristically in a residential or other non-public day school setting.) A newer system of classification uses instead the terms "mild," "moderate," "severe," and "profound" in referring to the progressive degrees of severity of the mental retardation.



Unlike children who have a visible handicap, most children who are mildly or moderately handicapped are educable and cannot be singled out in a group. The greatest need of these children is a good sequential special education program and superior teachers that will help them develop their capabilities to the maximum. Sometimes they cannot keep up with their classmates in one or more learning areas, but they can achieve academically, physically, and socially when the teacher puts into effect a curriculum designed to meet their individual needs.

Even though they mature mentally and socially more slowly than normal children, with your help as a competent and understanding teacher, these children usually can become self-supporting, socially acceptable, and happy citizens in the community.

Pre-Vocational and Vocational Training

A good sequential special education program for the mentally handicapped includes pre-vocational training at all levels and vocational training in the senior high school program. Severely handicapped children receive vocational training in the community at a sheltered workshop. For the mildly mentally handicapped, the work-study program is a vital and important part of the educational program. Students spend a part of the day in the academic program and the remainder of the day developing vocational skills in the school and/or in the community. This program enables mildly mentally handicapped individuals to become citizens in society and better contributing members to the economy.

It is important that the mentally handicapped develop vocational skills for jobs in which they can succeed. Often these children have an aptitude for a specific vocational skill. Teachers are needed to provide vocational experience for these children, to find out their interest and capabilities, and to help these young adults develop their vocational skills to the fullest. For example, a boy may develop skills in cooking or a girl may become adept in working in a cafeteria or a supermarket. Sometimes mildly mentally handicapped individuals are behavior problems until a teacher guides them into vocational skills that bring them a feeling of accomplishment.

If you are interested in helping the mentally handicapped become self-sufficient individuals, there are job areas open to you as classroom teachers, work-study coordinators, and sheltered workshop personnel.

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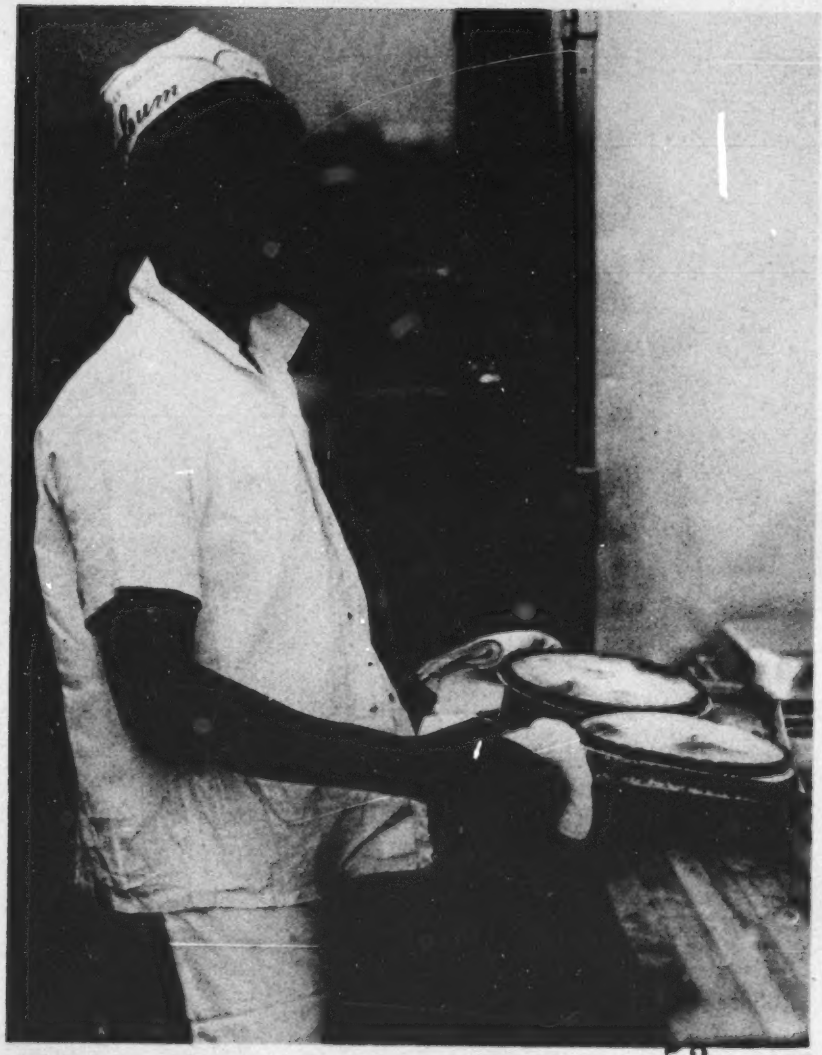

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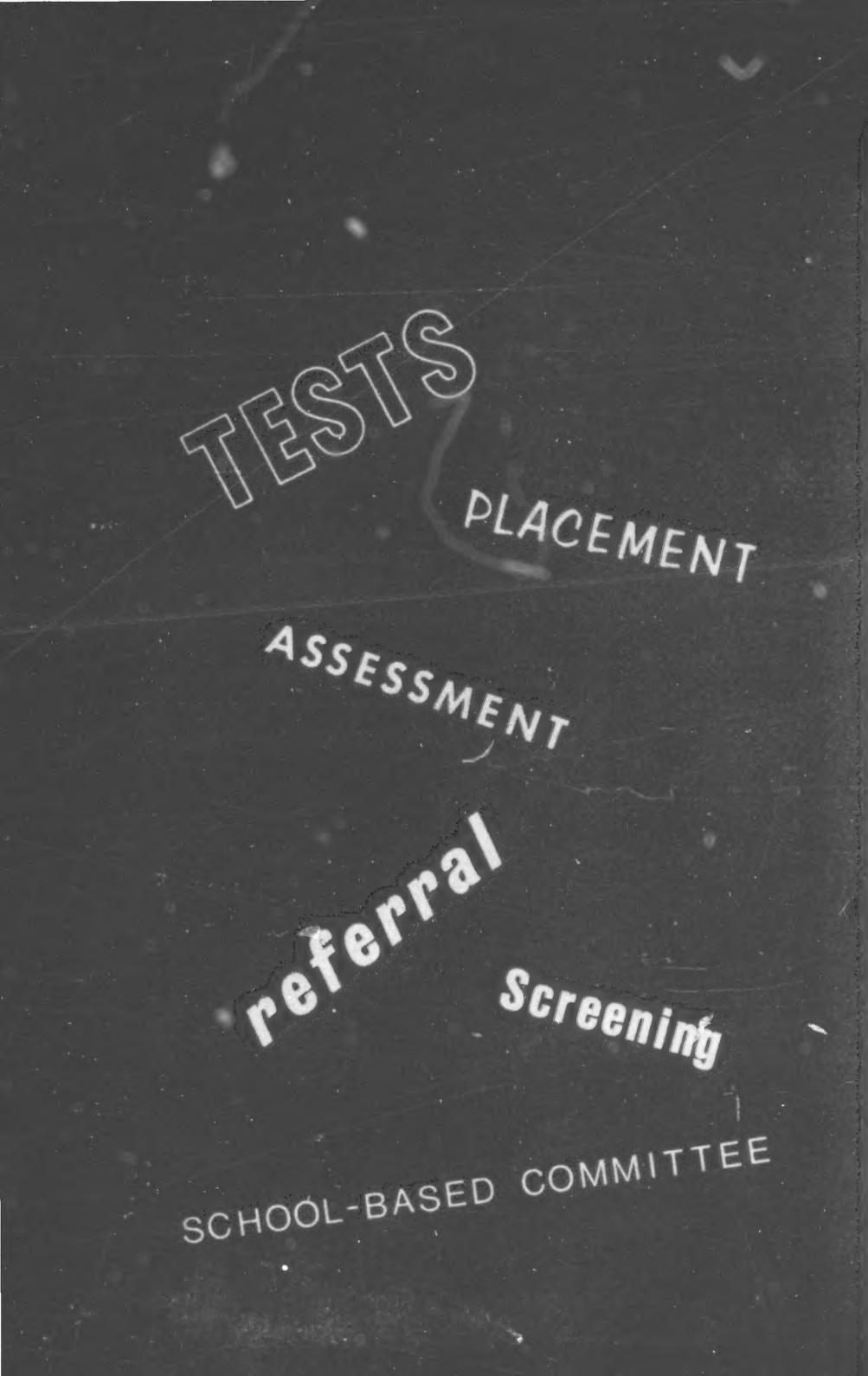


PSYCHOLOGICAL SERVICES

A school psychologist is one who applies psychological principles and techniques to school activities. The school psychologist is trained in the basic concepts of psychology through study in theory, research, and clinical techniques. A study of educational philosophy and experience in a school setting also are required.

The school psychologist uses the specialized knowledge of assessment, learning, and interpersonal relationships to assist school personnel, family members, and community mental health personnel to enrich the experience and growth of all children and to recognize and deal with the needs of all children.

School psychology encompasses two disciplines, psychology and education, and requires proficiency in both. Diagnosis or description of the situation is only one step in the solution of a problem. Follow-up with an interpretation of the diagnosis and planning and implementation of appropriate educational strategies to improve the situation are necessary. Therefore, the school psychologist is the professional who has been trained to function throughout the operational procedures from the initial to the final step.

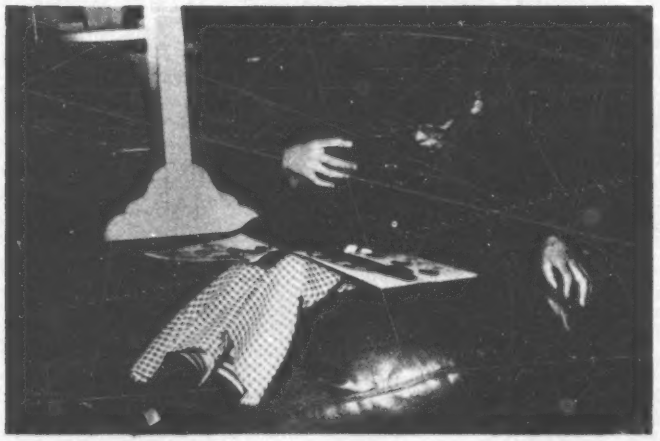
Of the 1,400,000 children enrolled in the public schools, it is estimated that approximately 140,000 of these children will require psychological services. To meet the recommended ratio of one psychologist to every 2,000 children, approximately 700 school psychologists will be needed. The field of school psychology is one of the fastest growing areas in the education of exceptional children. Why not consider a career providing diagnostic and counseling services for these children?

SERVICES FOR DEAF-BLIND

The South Atlantic Regional Center for Services to Deaf-Blind Children is one of ten centers created by the Bureau for the Education of the Handicapped, United States Office of Education, to assist states in providing services to deaf-blind children and their families. State Departments of Education and other public and private agencies in Maryland, North Carolina, South Carolina, Virginia, West Virginia, and the District of Columbia have combined resources to create new and comprehensive programs for deaf-blind children in the South Atlantic Region.

A deaf-blind child is one who has both visual and auditory impairments, the combination of which causes such severe communication and other developmental and educational problems that he cannot properly be accommodated in special education programs for the hearing handicapped child or for the visually handicapped child. —Bureau for the Education of the Handicapped.

The term "deaf-blind" merely groups children who have some problem with both hearing and vision. The child with both impairments, regardless of degree of severity, who is excluded from existing programs and services is the concern of the South Atlantic Regional Center of Services for Deaf-Blind Children.



The primary cause of deaf-blindness is maternal rubella, commonly referred to as three-day or German measles. If contracted during the early months of pregnancy, the disease, characterized by a mild rash and fever, creates a high risk of birth defects.

In the early years of child development, inflamation of brain tissue, as a result of meningitis and encephalitis, or accidental brain injury may lead to deaf-blindness.

Approximately 475 deaf-blind children have been identified in the South Atlantic Region. Twenty-six centers are now serving 300 of the identified children in the region. Within North Carolina, there are 10 deaf-blind centers serving approximately 90 deaf-blind children.

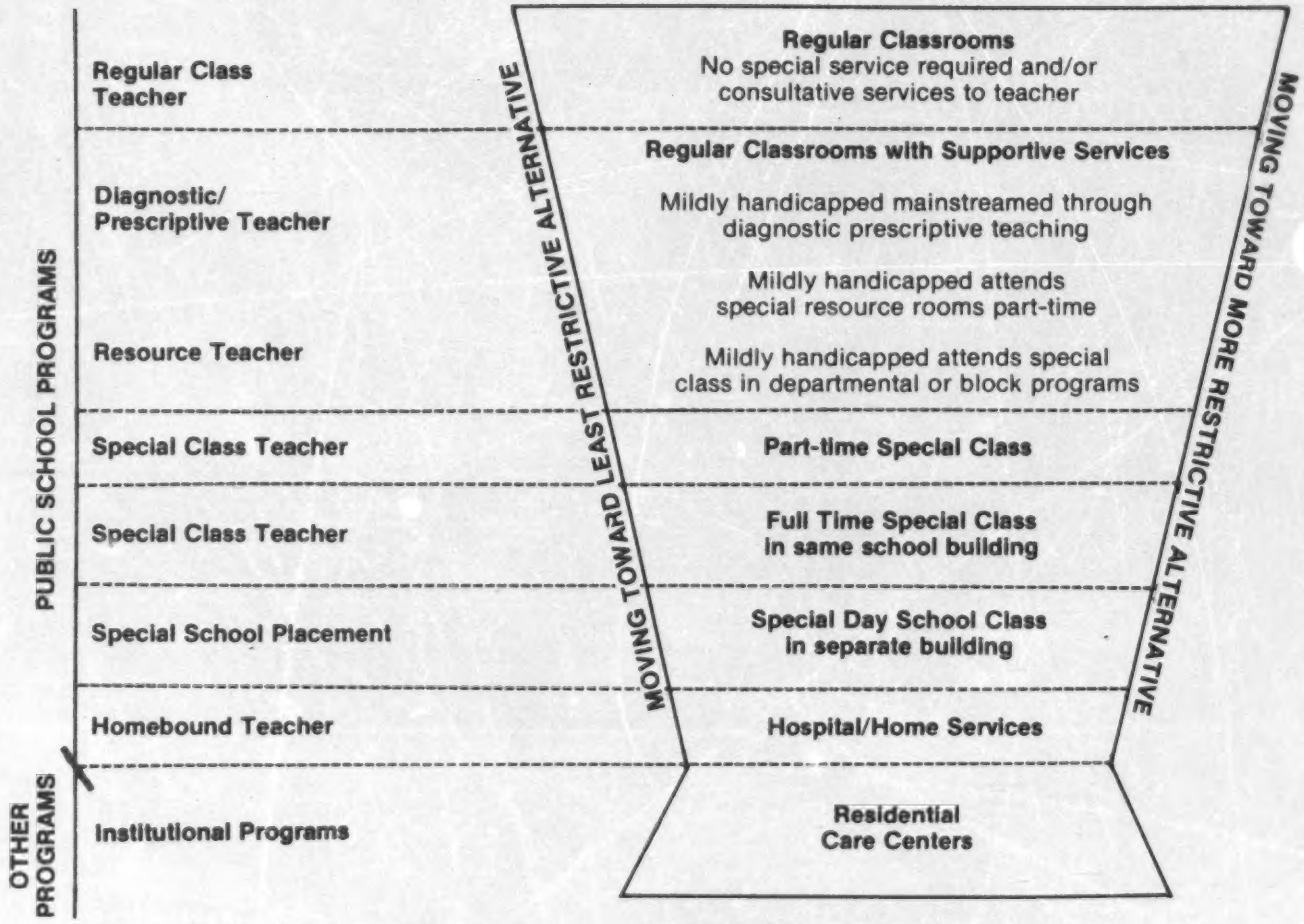
Working with deaf-blind children is a demanding profession. The need for trained professionals is tremendous. If you are interested in multiply handicapped children and have the dedication needed to work with children with limited sight and hearing, consider a career in deaf-blind education.

SERVICE DELIVERY SYSTEM

In keeping with North Carolina law, the model for delivery of education and services for children with special needs is based on the principle of least restrictive alternatives; that is, to the maximum extent possible, children with special needs are educated in regular class settings with modification of existing curriculum and teaching styles included as necessary. When the regular class environment does not prove satisfactory in meeting the children's needs, consultant or supportive services, remedial or advanced instruction and/or special instructional materials should be provided prior to removing the children from the regular classroom. Special classes, separate schools or removal of children requiring special education from the regular educational environment should occur only when the needs of the children are such that education in regular classes, even with the use of supplementary aids and services, cannot be accomplished satisfactorily.

The assistance of support services personnel is vital to the development and implementation of program and service alternatives for children with special needs. The services of specialists, including audiologists, guidance counselors, mental health counselors, occupational therapists, physical therapists, psychiatrists, psychologists, public health personnel, reading specialists, social service workers, speech, language and hearing specialists, and vocational rehabilitation counselors, may be required at different levels of the continuum to enable children with special learning problems to receive maximum benefit from their educational experience. Job opportunities in each of these areas are increasing as services to children with special needs continue to expand.

The accompanying diagram of the continuum outlines the types of instructional situations in which a teacher may work with children with special needs.


PUBLIC SCHOOL PROGRAMS
OTHER PROGRAMS
Regular Class Teacher
Diagnostic/ Prescriptive Teacher
Resource Teacher
Special Class Teacher
Special Class Teacher
Special School Placement
Homebound Teacher
Institutional Programs
MOVING TOWARD LEAST RESTRICTIVE ALTERNATIVE
MOVING TOWARD MORE RESTRICTIVE ALTERNATIVE
Regular Classrooms
No special service required and/or consultative services to teacher
Regular Classrooms with Supportive Services
Mildly handicapped mainstreamed through diagnostic prescriptive teaching
Mildly handicapped attends special resource rooms part-time
Mildly handicapped attends special class in departmental or block programs
Part-time Special Class
Full Time Special Class in same school building
Special Day School Class in separate building
Hospital/Home Services
Residential Care Centers

REGIONAL SERVICES

Regional Coordinators

Regional coordinators of programs for exceptional children are located in each of North Carolina's eight educational service regions. Coordinators serve as liaisons between the local administrative units, Superintendent's Councils and the Division for Exceptional Children. Among their duties are advising and assisting local school units in program planning and curriculum development, implementing cooperative programs and services, coordinating staff development activities, and identifying resources available and assisting local units in the use of these resources.

Regional Support and Technical Assistance Centers (RSTAC's)

A system of Regional Support and Technical Assistance Centers (RSTAC's) in North Carolina is supported by local, federal, and state resources. The RSTAC's, located in each educational service region, offer a variety of support services to educators, parents, and others interested in the education of exceptional children:

Materials Loan — RSTAC's provide library loan of professional, instructional, and diagnostic materials and inservice training packages.

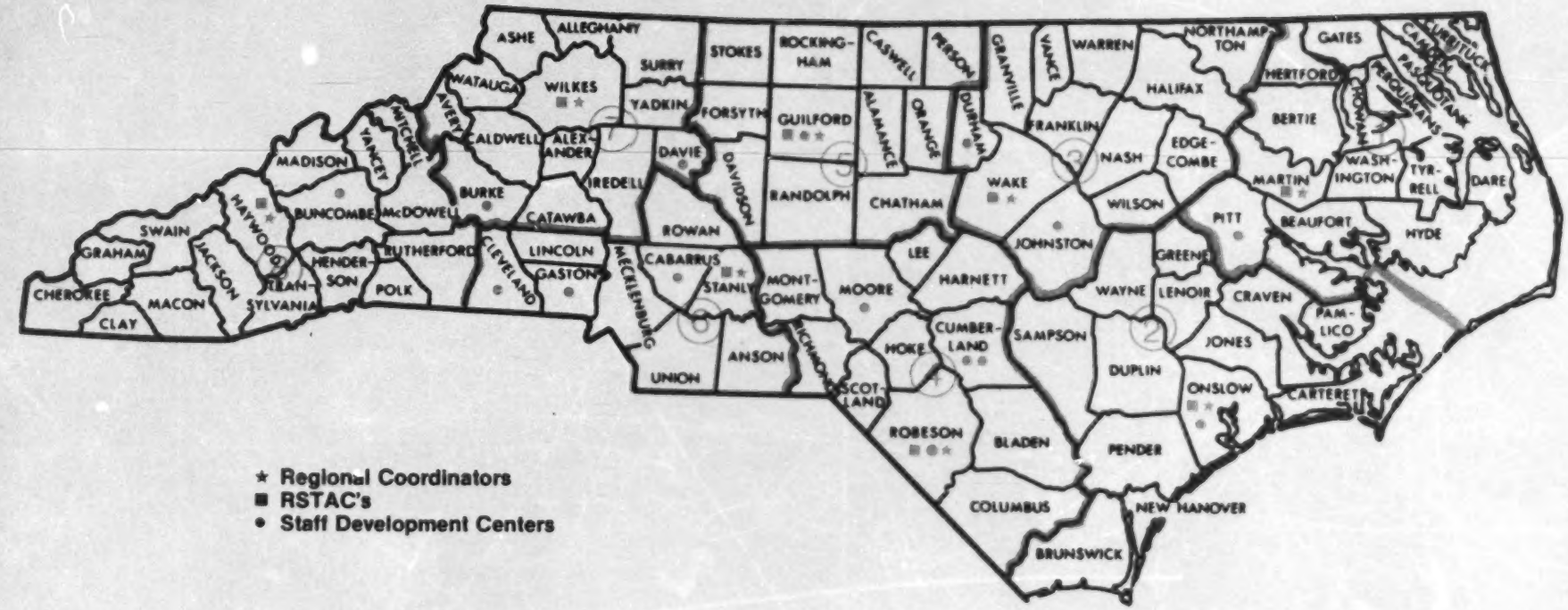
Technical Assistance—Instructional Resource Consultants provide consultation and inservice training in the selection, use, and adaptation of instructional materials. Another duty is to assist local units in establishment of instructional materials centers.

Regional Program Planners assist local school personnel develop plans for providing services to exceptional children, conduct child find activities for locating children with special needs, and if needed, obtain diagnostic services for them.

Direction Services—Direction Counselors assist parents in locating community, regional, and state services for their children.

Staff Development Centers

Staff Development Centers are a regional service developed to provide regular class teachers, special education teachers, administrators and parents with specialized training for meeting the educational needs of exceptional children. Staff Development Specialists prepare individual training programs, conduct training sessions, and visit participants in their classrooms to assist them in the proper application of skills learned.


ASHE
ALLEGHANY
STOKES
ROCKING-HAM
CASWELL
PERSON
GRANVILLE
VANCE
WARREN
NORTHAMP-TON
GATES
CAMDEN
CURRITUCK
PASQUOTANK
PERQUIMANS
HERTFORD
HALIFAX
BERTIE
WATAUGA
WILKES
SURRY
YADKIN
FORSYTH
GUILFORD
ALAMANCE
ORANGE
DURHAM
FRANKLIN
NASH
EDGE-COMBE
WASH-INGTON
TYR-RELL
DARE
MARTIN
AVERY
MITCHELL
YANCEY
MADISON
CALDWELL
ALEX-ANDER
DAVIE
DAVIDSON
RANDOLPH
CHATHAM
WAKE
WILSON
BUNCOMBE
McDOWELL
BURKE
IREDELL
CATAWBA
ROWAN
JOHNSTON
PITT
BEAUFORT
HYDE
SWAIN
GRAHAM
HAYWOOD
JACKSON
TRAN-SYLVANIA
HENDER-SON
RUTHERFORD
CLEVELAND
LINCOLN
GASTON
MECKLENBURG
CABARRUS
STANLY
MONT-GOMERY
MOORE
LEE
HARNETT
GREENE
WAYNE
LENOIR
CRAVEN
PAM-LICO
CHEROKEE
MACON
CLAY
POLK
UNION
ANSON
RICHMOND
SCOT-LAND
HOKE
CUMBER-LAND
SAMPSON
DUPLIN
JONES
ONSLOW
CARTERET
ROBESON
BLADEN
PENDER
COLUMBUS
NEW HANOVER
BRUNSWICK
★ Regional Coordinators
■ RSTAC's
• Staff Development Centers

THINK ABOUT IT . . .

If you choose a career in education for exceptional children, you could help —

- Physically impaired children to feel that they are not handicapped, but only inconvenienced
- Children with speech impairments to overcome their handicaps or to adjust to their speech problems
- Children with visual impairments to become independent people and to be accepted as individuals in their own right
- Children with impaired hearing to communicate orally and to live successfully in a hearing world
- Educable mentally retarded children to be self-supporting and to become socially acceptable in their communities
- Trainable mentally retarded children to become economically useful in a sheltered environment and to achieve some social adjustment
- Gifted and talented children to develop their potentials to the fullest and to assume positions of leadership in line with special abilities
- Children with learning disabilities to learn by using their strengths and abilities as approaches to the areas in which they have difficulties
- Emotionally handicapped children to become stable, responsible, happy children, and adults

A statewide study has indicated the number of exceptional children in North Carolina may number as many as 315,000. State law has mandated full services for these children by 1982. With the provision of full services, job opportunities will continue to increase. If you would like more information or suggestions about your possible contributions, contact—

Staff Development Specialist
Division for Exceptional Children
North Carolina Department of Public Instruction
Raleigh, North Carolina 27611